

Texas Education Agency

Standard Application System (SAS)

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here. Received Texas Education Agency 2014 MAY 12 PM 1:26 Document Control Center
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Santo ISD	182904	Elementary and Secondary	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	11	11	058561366
Mailing address	City	State	ZIP Code
P O Box 67	Santo	TX	76472-

Primary Contact

First name	M.I.	Last name	Title
Greg		Gilbert	Superintendent
Telephone #	Email address	FAX #	
940-769-2835	ggilbert@santoisd.net	940-769-3116	

Secondary Contact

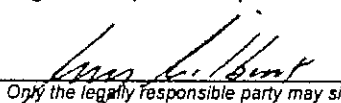
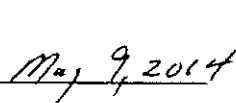
First name	M.I.	Last name	Title
Cindy		Rucker	Business Manager
Telephone #	Email address	FAX #	
940-769-2835	crucker@santoisd.net	940-769-3116	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Greg		Gilbert	Superintendent
Telephone #	Email address	FAX #	
940-769-2835	ggilbert@santoisd.net	940-769-3116	
Signature (blue ink preferred)	Date signed		

 
Only the legally responsible party may sign this application.

701-14-107-116

Schedule #1—General Information (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$N/A
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$N/A
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$N/A
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$N/A
6.	Total direct costs:		\$	\$	\$	\$N/A
7.	Indirect cost (%):		\$	\$	\$	\$N/A
8.	Total costs:		\$	\$	\$	\$N/A

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.	N/A		
2.	N/A		
3.	N/A		
4.	N/A		
5.	N/A		
6.	N/A		
7.	N/A		

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Santo ISD is requesting \$54,596 in grant funds to further our goal of a 1:1 device initiative in grades 5-12. Both campuses—elementary and secondary—will participate in this program. At the elementary campus, we are targeting students in grade 5, while making devices at the secondary campus available to students in grades 6-12. This initiative is crucial to the success of our students and to the full implementation of our new math and science textbooks, which include many online supplementary materials.

Currently each staff member has an iPad, with 97 iPads on the elementary campus and 50 available on the secondary campus for checkout. Elementary students may use the devices in their classroom only. At the secondary campus we have an established Technology Lending Program in which students check out iPads for only the day. Santo ISD has identified a 1:1 technology environment as a critical necessity to prepare students for both the world of work and HB5 requirements for graduation.

After evaluating STAAR testing data, STaR Chart information, and conducting a needs assessment, the district identified five specific needs that can be alleviated with this grant:

Math—The percentage of students who Met or Exceeded Expectations on the STAAR math assessments last year was 41%, 18% behind the state average. The online math supplemental material included with our newly-adopted textbooks includes games, personal tutors, e-books and e-help, and virtual manipulatives. Struggling students will be able to get step-by-step guidance, both at home and at school, when the 1:1 device initiative is implemented.

Writing—Our STARR writing assessment results were 3% below the state average of 72%. We plan to use online programs and applications to improve student engagement in the writing process. Texas Writing Coach will help students fine-tune their writing to meet standards and assist struggling students by providing instant feedback. Students will learn how to avoid plagiarism, peer edit/tutor, and electronically submit work using Turnitin and Google Apps for Education. These programs will also allow teachers to give specific, individual feedback to students in a secure platform.

Transfer Students—Students who transfer to our district are often missing credits needed to graduate with their peers. Some students are missing credits and need to recover them using Odysseyware (a credit recovery program), while others have completed the first half of their second language requirements (i.e. French I) but are unable to complete the sequence at Santo due to staffing issues. With the implementation of 1:1, student will be able to access online classwork to fulfill these graduation requirements.

Dual-credit—Due to district technology limitations, we only offer online dual-credit courses in college English and government/economics to seniors. This grant would allow us to expand our dual-credit offerings to juniors through an association with the University of Texas of the Permian-Basin. We plan to offer 11th grade US history next year, while exploring options for additional courses including psychology, sociology, and art appreciation. High school allotment funds will be used to pay tuition fees so all students—regardless of their economic status—can participate.

Equal Access—In order for any of our integration goals to succeed, we determined that each student needs equitable access a technology device and the internet, both at school and at home. While 64% of students surveyed had reliable access to the internet at home, the number was not great enough to achieve parity. And only 36% of our students had access to a personal technology device capable of accessing the internet and completing coursework. This grant would help our economically-disadvantaged students stay on course with their peers, while also assisting students in very rural parts of the district to achieve internet access at home via a WiFi hot spot that can also be checked out.

With the technology currently available, our staff explored several student-driven classroom strategies this year. Even with the limited devices available, our instructional staff members were able to integrate several instructional materials not only in core curriculum areas, but also in Career and Technology. Feedback from each teacher indicated that student success could be greatly increased with reliable, compatible devices and online access both at school and at home. We used blended learning in our advanced physics course this year, partnering with Tarleton State University; this strategy was also used extensively in our dual-credit courses and for credit recovery.

Our collaborative and project-based learning activities—including group writing projects and peer review—would be greatly expanded with this grant. Several secondary teachers are using technology to create cross-curricular projects. The English and business/technology departments work together to create a student research paper. The business/technology teacher is working with the Spanish instructor to design interdisciplinary projects that include Spanish-language stop-motion animations, cartoons, and video projects.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Students would be able to work on many of these cooperative projects from anywhere, recapturing class time for other activities. This mobile, cooperative learning structure will also benefit students who miss class due to illness or involvement in extra-curricular activities. A student with an iPad and WiFi hot spot can collaborate with their peers while sitting in a stall at the San Antonio Stock Show or while at home recovering from an injury.

Santo ISD has been utilizing the flipped classroom model in our secondary math classes with a degree of success. Again, students with no access to devices and/or internet access at home have hindered our progress in creating a true flipped environment. The SJH science department also utilizes the flipped method and reports great success.

If awarded this grant, Santo ISD would immediately set up a Technology Lending Committee composed of the grant coordinator, students, teachers (including the math and English department heads), librarians, Technology Director, Counselor/Testing Coordinator and parents so that Santo ISD staff can monitor this project on an ongoing basis. The committee would meet weekly to obtain feedback and troubleshoot any obstacles. The library's automated inventory system will be used for checkout and inventory control for both the iPads and the WiFi hot spot devices.

Students will receive a Technology Use Card with a bar code that will be used to check out devices. While all cards will look the same, economically-disadvantaged students will have data embedded into their card signaling their lending priority. Each iPad will be equipped with Lightspeed Mobile Device Manager to both filter content and track the device. The librarian will periodically check devices for browsing history and inappropriate usage, to be reported to administration.

We currently teach the basics of Digital Citizenship to fifth-grade students. As they progress through junior high and high school, they receive more in-depth instruction. Topics covered include, but are not limited to: strategic searching, the risks of oversharing personal information online, how your digital footprint affects your future, cyberbullying, copyright law, and knowing who has your online data. Having a 1:1 device scenario would allow us to reach more students with these essential life skills. Students could use their devices to take online modules from Common Sense Media in other classrooms beyond business/technology.

The district has also made a pledge to create project support among the staff. Teachers will be extensively trained in both device support and ways to effectively implement technology into their coursework. Time will be devoted—both in professional development sessions and via relief time (substitutes provided)—to creating opportunities for staff collaboration and enhanced use of targeted instructional strategies in the classroom. Staff members will be required to submit electronic lesson plans detailing their use of tech integration; these plans will be reviewed by the Technology Lending Committee and will serve to fulfill their technology requirement on the PDAS monitoring system.

Since our goals include seeing a continuous improvement in our math and writing test scores, benchmark tests will serve as a monitoring indicator. Upon completion of benchmark tests, the math as well as the English department heads will distribute these results to the Technology Lending Committee. They will bring to the table any modifications/adjustments that need to be made so that students are utilizing all components of the supplemental math and science instructional materials and the online writing tools.

While we realize both student and teacher support are important to this process, the availability of technical support is just as crucial. Santo ISD, along with our technical support team, will create a "Wildcat Rescue Station" on the secondary campus to service devices and train students. As both campuses are physically located on the same property, elementary students will have easy access to the Station.

The proposed 1:1 initiative will be a boon to all students, but most importantly to our students who don't have access to a personal tech device or who—by virtue of financial status or geographic location—are unable to get internet connectivity. This effort will ensure the enhanced education of our students as they prepare for their future because this program will equip our students with the tools necessary to engage in technology-based projects so that they are learning analysis and problem-solving skills. This will also give the teachers and staff the much needed tools to help promote the educational process in their classrooms to keep up with the rigorous demands of our educational system.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	
Schedule #9	Supplies and Materials (6300)	6300	\$54,596	\$	\$54,596	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	
Total direct costs:			\$54,596	\$	\$54,596	
Percentage% indirect costs (see note):			N/A	\$N/A	\$N/A	
Grand total of budgeted costs (add all entries in each column):			\$54,596	\$0	\$54,596	

Administrative Cost Calculation

Enter the total grant amount requested:	\$0
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$0
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted		
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ N/A		
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$ N/A		
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$ N/A		
<input type="checkbox"/>	Salaries/benefits		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Networking (LAN)		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Computer/office equipment lease		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Building use		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Copier/duplication services		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Telephone		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Administrative	<input type="checkbox"/>	Other:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$ N/A		

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	N/A	<input type="checkbox"/>	\$ N/A
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$ N/A

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$ N/A
	Contractor's subgrants, subcontracts, subcontracted services	\$ N/A
	Contractor's supplies and materials	\$ N/A
	Contractor's other operating costs	\$ N/A
	Contractor's capital outlay (allowable for subgrants only)	\$ N/A
Total budget:		\$ N/A

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 182904

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$ N/A
	Contractor's subgrants, subcontracts, subcontracted services		\$ N/A
	Contractor's supplies and materials		\$ N/A
	Contractor's other operating costs		\$ N/A
	Contractor's capital outlay (allowable for subgrants only)		\$ N/A
Total budget:		\$ N/A	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$ N/A
	Contractor's subgrants, subcontracts, subcontracted services		\$ N/A
	Contractor's supplies and materials		\$ N/A
	Contractor's other operating costs		\$ N/A
	Contractor's capital outlay (allowable for subgrants only)		\$ N/A
Total budget:		\$ N/A	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$ N/A
	Contractor's subgrants, subcontracts, subcontracted services		\$ N/A
	Contractor's supplies and materials		\$ N/A
	Contractor's other operating costs		\$ N/A
	Contractor's capital outlay (allowable for subgrants only)		\$ N/A
Total budget:		\$ N/A	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$ N/A
	Contractor's subgrants, subcontracts, subcontracted services		\$ N/A
	Contractor's supplies and materials		\$ N/A
	Contractor's other operating costs		\$ N/A
	Contractor's capital outlay (allowable for subgrants only)		\$ N/A
Total budget:		\$ N/A	

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 182904		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$ N/A
	Contractor's subgrants, subcontracts, subcontracted services		\$ N/A
	Contractor's supplies and materials		\$ N/A
	Contractor's other operating costs		\$ N/A
	Contractor's capital outlay (allowable for subgrants only)		\$ N/A
Total budget:		\$ N/A	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$ N/A
	Contractor's subgrants, subcontracts, subcontracted services		\$ N/A
	Contractor's supplies and materials		\$ N/A
	Contractor's other operating costs		\$ N/A
	Contractor's capital outlay (allowable for subgrants only)		\$ N/A
Total budget:		\$ N/A	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$ N/A
	Contractor's subgrants, subcontracts, subcontracted services		\$ N/A
	Contractor's supplies and materials		\$ N/A
	Contractor's other operating costs		\$ N/A
	Contractor's capital outlay (allowable for subgrants only)		\$ N/A
Total budget:		\$ N/A	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$ N/A	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$ N/A	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$ N/A	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$ N/A	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$ N/A	
(Sum of lines a, b, c, and d) Grand total		\$ N/A	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 182904

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	Ipad (gen 4) 16g	Student use lending program	100	\$379	\$54,596	
	2	Protective Cases	Protect devices during use	100	\$40		
	3	Wireless Hotspots	Home Internet Access (12 devices)	24 mo	\$529		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$0	
6399	Supplies and materials associated with advisory council or committee					\$0	
Subtotal supplies and materials requiring specific approval:						\$54,596	
Remaining 6300—Supplies and materials that do not require specific approval:						\$0	
Grand total:						\$54,596	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 182904

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: <input type="checkbox"/> ESC-owned vehicle usage <input type="checkbox"/> Other: <input type="checkbox"/> Insurance <input type="checkbox"/> Other:	\$ N/A
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	\$ N/A
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$ N/A
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$ N/A
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$ N/A
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$ N/A
6429	Actual losses that could have been covered by permissible insurance	\$ N/A
6490	Indemnification compensation for loss or damage	\$ N/A
6490	Advisory council/committee travel or other expenses	\$ N/A
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$ N/A
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$ N/A
Subtotal other operating costs requiring specific approval:		\$ N/A
Remaining 6400—Other operating costs that do not require specific approval:		\$ N/A
Grand total:		\$ N/A

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 182904

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$ N/A
66XX/15XX—Technology hardware, capitalized				
2	N/A		\$	\$ N/A
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12	N/A		\$	\$ N/A
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19	N/A		\$	\$ N/A
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29	N/A			\$ N/A
Grand total:				\$ N/A

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 525

Category	Number	Percentage	Category	Percentage
African American	2	N/A	Attendance rate	96.0%
Hispanic	80	N/A	Annual dropout rate (Gr 9-12)	1.3%
White	431	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	2	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	228	43.4%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	21	4%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	7	1.2%	Average ACT score (number value, not a percentage)	N/A

Comments Reflects PK-12 data per 2011-12 AEIS Report

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public							43	37	45	30	39	40	38	33	305
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:							43	37	45	30	39	40	38	33	305

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Schedule #13—Needs Assessment

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When evaluating STAAR testing data, we determined that our greatest area of improvement must occur in math since this area continually surfaces when we prioritize our instructional needs based on test scores. The online supplemental materials that accompany our newly adopted math materials include vocabulary games, personal tutors, animations, e-help, and virtual manipulatives. From the e-book, corresponding icons provide students a convenient link to a multitude of interactive lesson enhancements and digital enrichment opportunities. The dynamic digital applications, like Sketchpad, will enable our students to learn mathematical concepts in a visual and tangible way that promotes knowledge retention and has been shown to improve assessment preparedness. In the classroom or at home, the interactive personal tutor helps teachers present lessons in new ways and gives step-by-step guidance and support to struggling students. However, due to the lack of personal computing devices for each student, our students are unable to utilize these key instructional components that accompany this math adoption which has a fall implementation date.

Writing surfaced as the next area that needed improvement based on the fact that our students are falling below the state average based on STAAR data. Our writing teachers have identified several applications that would improve the writing ability of our students including but not limited to Google Docs, Turnitin, Texas Writing Coach, just to name a few. Again, without availability of personal computing devices, our students do not have access to these instructional tools.

In grades 9-12 Santo ISD has students enrolled that have transferred from other districts. When they arrive at our district, they are missing some credits to graduate with their class. We also have students enrolling in our district that have completed half of their second language requirement (i.e. French I), and Santo ISD does not have a staff member who can offer the required second year. We are in need of individual computing devices so that our transfer students can take online courses to complete required graduation requirements. In conducting our needs assessment process, this surfaced as our 3rd greatest need not only to maintain our graduation rate for accountability purposes but to also afford these students the opportunity to graduate with their classmates, despite their family's mobility.

Dual credit course completion will be required for acknowledgements under HB 5. Upper level math and science options will need to be offered online as Santo ISD moves to years 2 and 3 of HB 5 implementation. Due to our small size and faculty limitations coupled with scheduling conflicts, the need to offer upper level math and science options (core curriculum courses) to our students surfaced as our 4th need. These classes must be offered for students to have access to the five associated endorsements (i.e. STEM) which is required for the Distinguished Level of Achievement.

Before updating the campus improvement plan in the Summer of 2013, Santo ISD conducted an extensive, systematic needs assessment to identify and prioritize needs. We utilized the STaR Chart tool and a needs assessment survey to gather information from teachers, staff, administrators and students. These surveys provided suggestions on school technology implementations that would benefit the school and community and provided data on the number of students with Internet access at home. In addition, an extensive hardware and software inventory was conducted.

At Santo ISD, every teacher has a computer. The elementary campus has one student computer in each elementary classroom grades K-5. Each computer utilizes an Ncomputing pod system running 4 monitors per machine, giving us a total of 48 workstations (4 per grade level). There are 6 computers located in the elementary library. The 22 computers in the elementary computer lab are utilized throughout the day on a rotational basis for teaching the technology application TEKS and to access online STAAR preparation and RTI (Response to Intervention). At the high school campus, there is a 24 station computer lab which is utilized every period for teaching Technology Application courses. Four computers in the JH Lab run 22 workstations (Ncomputing pod system), and 8 computers in the HS library.

Knowing that the above mentioned computer inventory is inadequate to provide a device for every student, we then started the process of implementing a one-to-one initiative. The first step in this process was revamping all of our policies. Secondly, we purchased 97 iPads at the elementary campus and 50 iPads at the high school campus for student use. Thirdly, Santo ISD increased the bandwidth to our ISP and upgraded our wireless access points and VLANed access from the school's main network. Lastly, we utilized survey results to determine the access level and technology equipment available from the home. The results of this survey indicated that 64% of our students have residential Internet access. 36% of our students indicated that they have their own device to utilize at school if they were allowed to do so. Therefore, providing a personal computing device with home access to the students who are not afforded a computing device or Internet access at home is priority in meeting if our academic goals in core curriculum areas.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase math scores as assessed by the STAAR test. Our percentage of students who Met or Exceeded Progress on the STAAR Mathematics assessments last year was 41%. That is 18% behind the state average of 59%.	The online math supplemental program included with our new textbooks includes games, personal tutors, animations, e-help, and virtual manipulatives. E-books provide interactive lesson enhancements and digital enrichment opportunities. Digital applications enable students to learn concepts in a visual/tangible way, promoting retention/improving assessment. Interactive personal tutors help teachers present lessons in a new way and gives step-by-step guidance and supports struggling students. Grant funds will allow our students access to all of these resources by providing 1:1 technology.
2.	Increase writing scores as assessed by the STAAR test. Our percentage of students who Met or Exceeded Progress on the STAAR Writing assessments last year was 69% - below the state average of 72%.	Santo ISD staff members have identified several programs they could utilize to increase the students' writing skills if grant funds were received. These programs include, but are not limited to, Google Docs for peer tutoring/review; Turnitin for electronic submission of papers with opportunity for teacher feedback; Texas Writing Coach for STAAR remediation, and several iPad apps (Scribble Press, SparkleFish, Grammar Up).
3.	Provide transfer students online access (even after hours) to required classes needed for graduation, thereby increasing their opportunity to graduate with their class and not be penalized for their family's mobility.	With a personal device and Internet access, transfer students can complete required coursework for graduation. By virtue of these grant funds, they could amend their class schedule to participate in electives and extra-curricular activities with their peers. Data indicates this is vital in decreasing the dropout rate of these students who are already behind their classmates in credits. By reducing the drop-out rate, Santo ISD's accountability rating would also increase.
4.	Offer dual-credit course completion and upper level math and science offerings to meet the requirements of HB5 and the course endorsements so that Santo ISD students can graduate with the Distinguished Level of Achievement designation.	Due to the technology limitations of our district, Santo ISD has only allowed seniors to participate in online dual-credit courses. If awarded this grant, we will expand our dual-credit course offerings to juniors. Funds received through the High School Allotment will pay for tuition fees associated with these courses so that all students—regardless of their economically-disadvantaged status—can participate.
5.	Provide access to a personal computing device and home internet access for students to complete instructional coursework and to enhance their instruction even after school hours.	Internet access allows students access to resources and information that will help them gain a better understanding of subject matter. Grant funds will be used to provide our students with personal computing devices and home access. This will equalize the playing field and allow students the advantage of increased learning opportunities. All students will have the ability to take required coursework to graduate with their classmates and meet HB5 requirements and Distinguished Level of Achievement designation.

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Schedule #14—Management Plan

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Coordinator	Our Grant Coordinator must have at least 20 years in school administration. This person must have experience in supervising personnel, developing and overseeing budgets, evaluating personnel and projects and monitoring and adjusting programs to assure their success.
2.	Technology Director	Our Technology Director will provide technical support for all devices purchased. He must have an extensive knowledge on the configuration and troubleshooting of network equipment, access points, and personal computing devices (including iPads).
3.	Business Manager	Business Manager must have at least 15 years of experience. This person must possess extensive knowledge on bidding and procurement laws and organizational skills to keep inventory records and insurance up to date.
4.	Librarian	Our Librarian must have at least 5 years of experience. Knowledge of the Follett Systems is required since we will utilize this system for equipment and hot spot checkout. Organizational skills are a must for this position.
5.	Counselor/Testing Coordinator	Santo ISD's Counselor/Testing Coordinator must have at least 20 years of experience. Must possess knowledge in: identifying credit recovery needs for transfer students, assisting students with enrollment in online courses, and with evaluating testing results.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Plan for the implementation of the grant	1. Develop policies and procedures including AUP	8/1/14	8/21/14
		2. Provide PD for math & writing teachers and librarian	8/18/14	10/1/14
		3. Develop Technology Lending Committee	8/15/14	8/22/14
		4. Prepare secure location for equipment	8/15/14	8/22/14
		5. Establish student eligibility	8/18/14	9/30/14
2.	Prepare equipment and check out equipment	1. Develop specs, receive bids, and award	10/1/14	11/15/14
		2. Barcode equipment	11/15/14	12/1/14
		3. Image iPads	11/15/14	12/1/14
		4. Hold family orientation meetings/collect agreements	10/1/14	12/1/14
		5. Inventory and check out iPads	12/1/14	12/15/14
3.	Implement grant objectives and monitor progress	1. Principals conduct walkthroughs and adjust	12/1/14	9/1/16
		2. Hold committee meetings and adjust	8/18/14	9/1/16
		3. Random checks on iPads of downloads/content	9/1/14	9/1/16
		4. Online supplemental math curriculum utilized	9/1/14	9/1/16
		5. Monitor students taking online courses and adjust	9/1/14	9/1/16
4.	Evaluate effectiveness	1. Conduct benchmark testing and adjust instruction	10/15/14	9/1/16
		2. Examine disciplinary files-illegal downloads/content	9/1/14	9/1/16
		3. Evaluate course completion % for transfer students	12/15/14	9/1/16
		4. Evaluate % of students receiving college credits	12/15/14	9/1/16
		5. Evaluate STAAR math testing results	5/1/15	9/1/16
5.	Check in equipment and prepare for the next school year	1. Students turn in iPads	5/20/15	5/28/15
		2. Conduct inventory	5/27/15	6/1/15
		3. Re-image iPads for the next school year	6/1/15	6/8/15
		4. Secure equipment	6/8/15	6/9/15
		5. Repair / replace as needed	9/1/14	9/1/16

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presently, Santo ISD utilizes Site Based Decision Teams to monitor the attainment of goals and objectives. If awarded this grant, the Grant Coordinator would immediately set up a Technology Lending Committee composed of himself, students, teachers, librarian, Technology Director, Counselor/Testing Coordinator and parents so that SISD staff can continuously monitor this project. He will be committed to utilizing feedback received for continuous improvement.

Since we are a small district, feedback to the grant coordinator from the campus level can be readily obtained. This new committee would meet on a weekly basis for the first 60 days of the grant period and then monthly after that time frame. During this meeting, the grant coordinator will have at minimum on the agenda the following items: What is going well? What obstacles have you encountered? What improvements can be made to existing policies and procedures? This committee will devote time during each meeting to discuss how the iPads are being implemented in an effort to meet grant objectives. The grant coordinator will discuss during monthly faculty meetings the committee findings and recommendations as well as changes that will be implemented.

Our existing library automation system will be utilized for the checking in and out of equipment. By using this system, we can easily monitor the usage of the newly acquired technology and maintain accurate inventory records. Knowing this 1:1 initiative opens the door to inappropriate use of this technology, our librarian will receive extensive training before any iPad is checked out. She will be trained on how to look at the browsing history and illegal downloads and how to report inappropriate/illegal activity. We will also utilize our existing Lightspeed content filter for these iPads.

If awarded this grant, our students would now have access to the supplemental online math materials and several online tools that would assist in teaching writing skills. Since our goals include seeing a continuous improvement in our math and writing test scores, benchmark tests will serve as a monitoring indicator. Upon completion of benchmark tests, the math as well as the English department heads will distribute these results to the Technology Lending Committee. They will bring to the table any modifications/adjustments that need to be made so that students are utilizing all components of the supplemental math instructional materials and the online writing tools.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presently, Santo has 50 iPads that are utilized by our secondary students on and off campus to supplement instruction. These devices are checked out through the library. Those students who do not have Internet access at home have been limited to school-use only. Our plan is to utilize our existing iPads, the newly acquired iPads from this grant, and iPads purchased with local funds to help attain our goal of a 1:1 initiative for SISD students. Hot spots would then provide off-campus Internet access to those needing this service. Our newly formed Technology Lending Committee will have representatives from all grades served.

We understand that when you help people realize the personal benefits they can get from participating in a project, you increase their commitment to the project and therefore the chances that the project will be successful. During staff meetings in October and November, time will be devoted to discussing the situation (i.e. low math and writing scores keeping us from being an Exemplary District) that led to this project.

If staff does not see the need for this project, the commitment for success will not be there. Therefore, staff will be given the opportunity in subsequent meetings to identify personal career goals (i.e. learning how to integrate technology into their lessons) that they may realize from the success of this project. As an added benefit and incentive for staff to remain committed to the project's success, they will be given release time (substitute provided for them) to participate in staff development to learn technology integration techniques. These skills will benefit them as classroom teachers by helping them integrate new instructional tools into their lessons and providing more interaction opportunities for students.

All staff members will be encouraged to provide feedback to our Technology Lending Committee so that concerns are addressed in a timely manner. This committee will have representatives from all grades served.

SISD administration has committed local funds to provide these staff members with professional development (maximizing the effectiveness of grant funds) to implement dynamic learning opportunities and take learning beyond the classroom walls. Organization, teacher commitment, and proper usage will ensure the success of this project.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	STAAR Math and Writing Results	1.	STAAR testing results meet or exceed State average for math and writing
		2.	Increased # of students receiving commended performance on STAAR
		3.	Increased progress as measured by TAPR
2.	Number of students successfully completing online coursework	1.	Increase number of students completing online courses
		2.	District fulfilling HB 5 requirements
		3.	Increase number of students graduating with their peers and on schedule
3.	# of students receiving graduation endorsements (i.e. STEM)	1.	50% of students meeting the Distinguished Level of Achievement
		2.	35% of students meeting the Performance Acknowledgements
		3.	Increase in the number of classes completed that are not offered by SISD
4.	PDAS evaluation by principals on teachers integrating technology in their classroom	1.	Increase in the number of technology-based lesson plans submitted
		2.	Decreased number of staff denied credit on technology indicator in PDAS
		3.	Increased number of teachers attending technology training sessions
5.	Number of project-based learning activities	1.	Percentage of economically disadvantaged students checking out hot spots
		2.	Increased number of student assignments submitted electronically
		3.	Increased percent of teachers utilizing online supplemental resources

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santo ISD is prepared to deal with any policy issues that may arise during the program. The Technology Lending Committee will develop and refine policies. This team will meet every week during the first 60 days of the grant period followed by monthly meetings to discuss academic and program policies. This committee will discuss the strengths (What is going well?) as well as the weaknesses (What obstacles have you encountered? What improvements can be made to existing policies and procedures?) of the program. Documentation of the results and/or changes made by this committee will be communicated to all stakeholders. Strategies will be put in place that accommodate flexible implementation and will include time for collaboration, adjustments, and feedback during the project.

Key to our formative evaluation process is benchmark testing. These results will be utilized to assess instructional changes that need to occur in the classroom. Positive results will be used as an indicator of successfully implemented practices that increased student achievement. Our summative evaluation will be influenced by several crucial components including math and writing scores as assessed by the STAAR exams and TAPR, the number of students successfully completing coursework and graduating "on time", the number of college hours completed by Santo ISD students before graduation, and the fulfillment by Santo ISD of all of the program requirements in HB5 including the Distinguished Level of Achievement. This data will be obtained from our Counselor/Testing Coordinator.

As iPads are placed in the hands of students, it is imperative that the students' usage on these devices is monitored on a regular basis and accurate checkout records are logged. Our librarian will receive extensive training so that she can detect inappropriate or illegal browsing and/or downloading and will conduct periodic, random evaluation of device usage. Following our Acceptable Use Policy and Student Handbook, students who have accessed non-educational sites or downloaded non-educational materials will be disciplined according to these policies. In addition, if changes need to be made to these documents due to unexpected student activity, we will do so immediately.

If walk-throughs by the building-level principal or submission of lesson plans indicate that the teacher is rarely utilizing online technology resources to supplement and enhance their instruction, additional staff development will be provided. If utilization of technology related lessons do not increase after training, corrective action will be taken.

Our counselor will work diligently to ensure students are enrolled in required online courses for graduation and that the juniors and seniors take advantage of Santo ISD-funded college courses. She will also collect the data required for the summative evaluation as well as monitor progress of students enrolled so that corrective action can be taken before these students drop or fail the online class and/or course.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In designing the technology lending program proposed in this grant application, Santo ISD started with a Needs Assessment. The Needs Assessment clearly indicated that due to the lack of equipment for individual student use, the following would not be utilized: resources such as the online supplemental math program, ancillary materials provided with our textbooks, online courses for remediation to meet graduation requirements, and concurrent enrollment classes to gain college credit. In designing this lending program, we targeted the following:

Efficiency - What is the most efficient way to receive timely feedback so that continuous improvement can be made to the program? What is the most efficient way to inventory, monitor, and secure the newly acquired technology? We developed the Technology Lending Committee to monitor these issues on an ongoing basis and provide feedback for continuous improvement. We then decided that utilizing our existing library automation system would be the best way to inventory our devices. To monitor students' activities, our librarian will conduct periodic checks of online usage and our Lightspeed content filter will provide usage reports. In addition, a secured/locked area in our library will serve as the storage facility for devices during the summer.

Commitment – What is the best way to ensure commitment by all stakeholders for the project's success? How will the classroom teachers commit to changing their instructional strategies to incorporate the use of these technology devices? Effective technology integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals. Santo ISD understands that this requires retooling on the part of most of the teachers. Therefore, staff development is an integral component of our implementation plan.

Usage – How often are the devices being utilized? How are electronic instructional materials being implemented to improve student performance? As stated previously, we will utilize our librarian to keep checkout records. In addition, instructional staff members will report to their principal the classroom activities/projects that they have implemented since receiving grant funds so that credit can be awarded on their annual evaluation (PDAS). These staff members will address specifically which electronic instructional materials they utilized so that adequate funding can be set aside for these resources in future years.

Budget – What are the best devices to purchase that meet our educational needs yet remain within our budgetary constraints? What service provider should we contract with to provide home access for students who do not have Internet access presently at their homes? Santo ISD purchased 65 iPads that are presently utilized by students on and off campus. However, those students who do not have Internet access at home have been limited to school-use only. If we receive grant funds, we propose purchasing 100 more iPads at an estimated cost of \$419 per device including cases. Hot spots purchased from AT&T will then provide off-campus access to those needing this service. Due to our remote, rural location, this is the provider that can reach the homes in our community.

Many people believe that technology-enabled, project-based learning is the new evolution of classroom instruction. Learning through projects while equipped with technology tools allows students to be intellectually challenged while providing them with a realistic snapshot of what the modern office looks like. Through technology-based projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they've found online. Flipped classrooms have been tried by our teachers. The concept is very sound and allows our teachers to more efficiently use the face-to-face time with students. The reason that this concept has not been successful is because all students did not have adequate access to technology needed in order to make it work. However, these grant funds can make this concept a reality at Santo ISD.

Even though Santo ISD is a small, rural, 2A school district, we understand that we must develop and implement a technology lending program that equips our students with the tools necessary to engage in technology-based projects, to complete Performance Acknowledgements, and to obtain the Distinguished Level of Achievement designation. Our goal is for our students to learn the analysis and problem-solving skills needed to compete with their peers in larger, wealthier districts.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 182904

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The teachers, staff, and administration of Santo ISD are very committed to providing a technology-rich environment for our students. Technology is used daily by our staff to help the students and to conduct administrative tasks. With a device in each student's hands, technology-based projects can be implemented, which research shows improves student performance. ISTE (International Society for Technology in Education) members have monitored research on the effectiveness of technology in education, and one convincing trend has emerged: when implemented appropriately, the integration of technology into instruction has positive effects on student achievement.

Several funding sources are used to fund technology at Santo ISD. We utilized local funds and IMA (Instructional Materials Allotment) funds (60/40 split) to purchase 195 iPads. 48 of these are utilized by teachers/aides in their classrooms, 82 are used by Pre-K through 4th grade, leaving us with 65 iPads for student checkout in grades 5-12. If awarded this grant, we will add 100 more iPads with grant funds and 30 more iPads with local funds so that all students in grades 5-12 will have a device. E-rate pays for a portion of our wireless access to our ISP, this accounts for about a 75% reduction in these fees. Region 11 ESC (our ISP) utilizes Chapter 41 money to pay for our Internet access.

Local funds and donated funds were used to purchase Smart Boards for the classrooms over the last two years. Wireless access points were purchased with local funds and installed in Summer of 2012. IMA funds will be used to purchase the online supplemental math and science materials. These materials will be utilized to enhance our math and science curriculum for grades K through 12. Local funds are being used to purchase secondary level Study Island, Accelerated Reader, Remediation Programs such as OdysseyWare, and Dyslexia Programs such as Read Naturally. Local funds are used for staff development to promote technology in our classroom. Santo ISD utilizes local funds to fund an on-site Technology Director for 7/8th of his day. This person is vital in configuring, troubleshooting, and handling repairs of all of our devices and network components.

Federal REAP dollars have been used to purchase software for student remediation, including Lonestar Learning, Starfall Education, and elementary level Study Island. It has also been used to purchase the teacher software Amplify Insight which is used to help with TPRI testing. REAP dollars have also been used for teacher training, including integration of ipads, learning specific apps, and smartboard use within the classroom.

The district has used Career and Tech money over the last 24 months to purchase hardware improvements for the secondary technology lab, including new desktop towers, wireless keyboards and mice, and flat screen monitors. Additional upgrades were made to the career studies lab by replacing CRT monitors with updated flat screens, as well as, the addition of 4 new stations.

Santo ISD utilizes the funds received from the High School Allotment to pay for the tuition fees for students enrolled in concurrent classes through a college. These funds were also used to purchase calculators for student use. The district continues to use the state IMA funds to annually purchase online supplemental materials for our core curriculum including math and science on the current adoption.

For the 2014-2015, Santo ISD has dedicated over \$10,000 in local funds to purchase an additional 30 iPads. We also plan on purchasing multiple wireless printers with bluetooth capabilities that are compatible with ipads. The district is researching a new virtual desktop to update the aging secondary computer lab. This works based on the principle of one server being able to generate a desktop for every student on remotely connected monitors. If viable, this would allow us to keep all student computers up to date without having to depend on annual rotations.

Santo ISD utilizes several sources of funding to provide a progressive technology plan for our school and student population. If awarded the Technology Lending Program Grant, our existing technology program would be greatly improved to the benefit of our students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 182904

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is the responsibility of Santo ISD to produce technologically-skilled lifelong learners who are prepared to successfully thrive in our highly competitive global technological society. Our society continues to be affected significantly by technology and its application in every aspect of our lives. Santo ISD's graduates must be prepared to apply knowledge and skills through the use of various forms of technology in order to be successful in higher education and the workplace. Regardless of the career aspirations of our students, technology will be a dominant part of their work.

This lending program will align directly with Santo ISD's core beliefs which are: 1) Schools Impacting Community-this grant program will provide the opportunity for graduates of Santo ISD to immediately enter the workforce with the technology skills necessary to be a productive employee. 2) Evaluation and Continuous Improvement-Santo ISD understands that a relevant, challenging curriculum and sustained student engagement build a culture that inspires all to excel. Confirming this belief and our need for one-to-one is a research study conducted by the North Carolina State University's Friday Institute for Educational Innovation. It found students excelled when they were engaged and actively involved in their own learning; this was especially true of students with special needs and those who were at-risk or low-achieving. 3) Parents as Partners-Santo ISD will require at least one parent to attend an orientation session before Internet access is provided at the home. 4) Balanced Programs-If awarded this grant, the educational opportunities offered to the students in our rural, remote district will expand tremendously. Students can utilize their personal device to take online classes not presently offered by the district (i.e. French). 5) High Quality Staff- Understanding that the foundation of student achievement originates from a high quality, caring, and collaborative staff, the teachers at Santo ISD will be provided extensive staff development on integrating technology into their classrooms. All Santo ISD staff members understand that this grant will result in increased technology utilization which increases opportunities for individualized learning.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 182904

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santo ISD is a two-campus district, so we based prioritization on the students with the highest academic need. Since math and writing are the weakest core curriculum areas for students at Santo ISD, we are targeting our students in grades 5-12 for this grant. Upon surveying our students, we found that at least 36% of our students have their own device. The math worked out as follows: 305 students in grades 5-12 minus 110 students who have their own device (305 times .36) leaves us needing 195 devices for checkout. With 65 existing student iPads currently available, we estimate that we need 130 devices for our one-to-one initiative. We are requesting grant funds for 100 devices to ensure equitable access. With utilizing local committed funds to purchase an additional 30 devices, 100% of students in grades 5-12 will have a personal computing device.

Our PEIMS data indicate that Santo ISD population is 43.4% economically disadvantaged. However, we understand that some of these students might have Internet access at home and some of the students who are not categorized as economically disadvantaged might not have Internet access at their home. Therefore, to get a more accurate picture, we surveyed our students. We were surprised to find out that 64% of our students have residential Internet access. To ensure equitable access at the home, we have included in this grant the purchase of wireless hot spots. These hot spots would allow anytime/anywhere Internet access for the students. We will allow our students to check out these hot spots, only after Santo ISD has received parental permission as indicated on the Technology Lending Program Agreement. We will utilize our existing library automation system for inventory control as well as for check out of these hot spots. To insure that the students who have the greatest need receive these devices, Santo ISD will issue "Technology Use Cards" similar to a library card to all students in grades 5-12 and have a special code on these Technology Use Cards for students identified as economically disadvantaged. The librarian will check these cards before distributing the hot spots, assuring that students with the greatest need have Internet access.

Santo ISD presently utilizes Lightspeed for content filtering. Lightspeed has an additional software piece called Lightspeed Mobile Device Manager. If awarded this grant, this software will be installed on each device and will filter content even on the devices utilized from the students' homes, keeping them CIPA (Children Internet Protection Act) compliant. Lightspeed also has a component called My Big Campus which can link these devices to teachers and/or groups, create shared drives, and allow for the creation of monitored class chats and messages.

At Santo ISD, 82 out of the 305 students that will benefit from this grant have disabilities (i.e. dyslexia). However, these disabilities are not severe enough to limit these students' ability to utilize the devices we are requesting in this grant. For the students with disabilities that do not have their own device, they will be provided one just like their peers. With functions such as text to speech and online supplemental math materials, these students will benefit greatly. The ability to annotate over the math text, including the highlighting of text, will significantly assist our special needs students who have difficulty picking out key points. Students with learning disabilities use Read Naturally to build vocabulary comprehension and fluency through a digitally delivered reading program. These devices will also be used to help our autistic students with programs such as Calm Myself, which helps them regain their composure through a set of visual and physical activities. They are also rewarded for good behavior with games such as Minecraft.

Santo ISD administrators and staff understand that if technology is deployed equitably in education, it can help remove inequities between rural and suburban schools. Even though Santo ISD is a rural, remote school, with these grant funds, we will have the opportunity to offer our students the same learning opportunities as their counterparts in large, urban schools. Technology requested in this grant can become the force that equalizes the educational opportunities of Santo ISD children regardless of location and economic circumstance.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An effective instructional practice loses effectiveness if the curriculum is not rigorous enough. Conversely, having high academic standards is not enough if they are not implemented through powerful instructional methods. Santo ISD understands that all staff must pay attention to both the curriculum ("what") and the instruction ("how"). The following instructional strategies have been implemented to a certain degree in our classrooms but due to the limited number of personal computing devices, the efforts by our teaching staff to implement these strategies have been restricted. However, if awarded this grant, Santo ISD will ensure that the utilization of funds received for this lending program are aligned with our current curriculum, instruction, and classroom management policies and/or practices so that the following instructional strategies can now be fully implemented:

- 1) **Blended Learning** - The strategy of blending online learning with school-based instruction will be utilized to accommodate students' diverse learning styles and to enable them to work before or after school in ways that are not possible with our traditional full-time conventional classroom instruction. Online learning has the potential to accelerate the rate of learning, to take advantage of learning time outside of school hours, and to reduce the cost of instructional materials, all leading to better utilization of teachers' time.
- 2) **Collaborative Learning** - Collaborative learning is a method of teaching and learning in which students work together to explore a significant question or create a meaningful project. With a one-to-one initiative, students at Santo ISD can discuss a lecture or work together over the Internet on a shared assignment. Collaborative learning activities provide the creative teacher with options that are important for a student-centered, active learning classroom.
- 3) **Project-Based Learning** - Otherwise known as "learning by doing" is considered an alternative to paper-based, rote memorization, teacher-led classrooms. Proponents of project-based learning cite numerous benefits to the implementation of these strategies in the classroom including a greater depth of concept comprehension, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills.
- 4) **Flipped Classroom** - The flipped classroom is a form of blended learning in which students learn new content online by watching video lectures, usually at home, and what used to be homework (assigned activities) is now done in class with teachers offering more personalized guidance and interaction with students instead of lecturing. The concept is very sound and allows our teachers to more efficiently use the fact-to-face time they have with students.

In addition, with the new math and science digital curriculum and the availability of Internet access at home, blended learning and the "flipped classroom" concept can be implemented so students can be introduced to the lesson at home and have more face-to-face practice or support from their teacher during the regular school day. Google Docs can be implemented and utilized as a collaborative learning tool, along with instructional videos upload to our school website that are created by apps like Explain Everything.

Our elementary staff members are presently utilizing the program ClassDojo as an electronic classroom management tool. ClassDojo is a tool that helps teachers improve behavior in their classrooms quickly and easily. It captures and generates data on behavior that teachers can share with parents and administrators. Our teachers can easily award feedback points for behavior in class in real-time. If students are provided their own device, they would have the ability to monitor their own progress and to correct undesirable classroom behavior so that they can obtain the "prizes" awarded for good behavior such as a free ice cream at lunch or sharing lunch with the teacher.

Santo ISD's Technology Committee has spent an extensive amount of time developing classroom management policies and acceptable use practices and have outlined these in the district's Acceptable Use Policy. These policies will be reviewed with the students the first week of school. Santo ISD's Teacher Handbook addresses in Policy DH, personal use of electronic media and use of electronic media with students. As more devices are implemented and utilized by our students, these policies will be reviewed and reinforced. Staff development time in August will be devoted to covering these documents with our teachers before any devices are issued.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The teaching staff at Santo ISD understands that when technology is integrated into the curriculum, it revolutionizes the learning process. In addition, more and more studies show that technology integration in the curriculum improves students' learning processes and outcomes. Therefore, electronic instructional materials have been utilized at Santo ISD in the following subject areas:

English Language Arts

1. Texas Writing Coach –(Pearson) - online writing program for grades 9-12
2. Connect Ed – (McGraw-Hill) – online reading program for grades 8-10
3. Discovery Education – online instructional videos and resources for grades 5-12
4. My Reading Coach (Mind Play) – for struggling readers in grades 5-12
5. Odysseyware Program - used by some students to recover previously failed credits for students in grades 9-12
6. Classroom sets of electronic textbooks/supplementary materials for grades 6-12
7. Online tutorials and sample tests for standardized test including but not limited to ACT, SAT, TSI, STAAR, etc. for grades 7-12

Math

1. HELP Math program - for struggling students at the JH level and Pre-Algebra level
2. Study Island - used for all students to help prepare them for the STAAR test
3. Odysseyware Program - used by some students to recover previously failed credits.
4. Multiple Online Math Applications used by teachers with students to practice fundamentals, graphically illustrate examples, perform research, etc. in all grades
5. Digital Content that comes with the new textbook adoptions (JH Math)
6. Our on-line textbook ancillary materials from Glencoe - used together in the computer lab and for students to use at home: vocabulary reviews, self- check quizzes, personal tutor, etc.

Science

1. Stem Scopes Program (Rice University) - a tremendous supplementary program used throughout our Science curriculum (lab demonstrations, mini-lessons, videos, student response system)
2. Adaptive Curriculum Program - another extremely strong supplementary program used throughout our Science curriculum (lab demonstrations, mini-lessons, videos)
3. BrainPop - a group of educational websites with short animated movies for students in grades K-12, together with quizzes, supplemental information and related materials
4. Odysseyware Program - used by some students to recover previously failed credits
5. Classroom sets of electronic textbooks/supplementary materials
6. All new textbook adoptions (JH and HS Science) have a very heavy digital component that the teachers are very excited about.

Social Studies

1. Classroom sets of electronic textbooks/supplementary materials
2. Discovery Education – online instructional videos and resources

CTE – Career and Technology Education

1. On your Own Financial Simulation Software - used by students to learn about all aspects of managing money in the Information Technology curriculum
2. CEV Multi Disciplinary Digital Curriculum - used to enhance all aspects of the Agriculture curriculum and parts of the Family and Consumer Sciences curriculum

Dual Credit Online/DL Classes

1. English 1301 (Weatherford College- fall semester)
2. English 1302 (Weatherford College- spring semester)
3. Government 2305 (Weatherford College- fall semester)
4. Economics 2301 (Weatherford College- spring semester)
5. SCIRD (Physics – Tarleton State University- both semesters)

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology is rapidly changing and affects students' lives in and out of the classroom. Technology integration is important in the classroom and it is imperative that staff members have the knowledge and skills necessary to improve student performance. The SISD Technology Director provides teaching staff with just-in-time professional development and support when developing lessons and classroom activities which integrate technology into instruction.

In August of 2013, SISD dedicated an entire day on technology professional development (Technology Tuesday). Most of the day was spent in breakout sessions with existing staff members conducting these trainings. These staff members demonstrated and trained their peers on programs and projects that they have developed and implemented that successfully integrated instructional electronic materials into the classroom. A portion of the day was spent in a large session where staff development focused on Copyright/Appropriate Use.

Our science and math teachers have received training from the textbook publisher on the online supplemental materials that accompany the current adoption that will be implemented in our classrooms starting in August 2014. These online supplemental materials have endless digital possibilities that kindle the excitement in students to be involved in projects that exercise higher order thinking and problem solving skills. Writing teachers will attend additional training on Google Docs and other Google for Education apps.

If awarded this grant, our librarian will receive additional training on how to look at the browsing history and illegal downloads and how to report inappropriate/illegal activity. Our Technology Director will attend additional training sessions on Lightspeed Mobile Device Manager so that our existing Lightspeed content filter can be utilized on the iPads that the students will be taking home. Local funds will be utilized to pay for these training sessions as well as any other requested technology integration trainings requested by our teaching staff.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SISD's Technology Plan includes the goal of implementing a 1:1 student to device ratio. However, with limited funds available, we have only been able to purchase 65 iPads for that purpose. Knowing our long-range plan in this area, we recognized that two T-1 lines to our Internet Service Provider (Region 11 ESC) were not adequate, even if we added several more lines. With fiber connectivity to our ISP beyond our price range we started to pursue other alternatives.

We were pleased when a wireless company (Nextlink) was able to offer us 40Mbps Internet access. We connected via this medium in July of 2013. The radios that Nextlink installed have the capacity to transmit up to 50Mbps. Santo ISD has the option to increase bandwidth capacity at any time – up to 50Mbps. We review bandwidth reports on a regular basis, knowing that when our utilization tops 80%, it is time for us to increase the amount of Internet we are purchasing.

When we purchased the 195 iPads (48 for staff use, 82 for Pre-K-4th grade, and 65 for student checkout in grades 5-12) during the 2013-2014 school year, we wanted to make certain that when the students utilize these devices, they are off of the main network used by the teachers and administrators at this school. When we purchased the wireless access points for anytime/anywhere access for our students, we VLANed their access from the main network. We have a total of 10 Motorola access points that cover all buildings including the Ag Shop.

Santo ISD's Leadership Team understands that campus-based technical support will only advance the effective use of technology for teaching and learning. Santo staff and students will have comprehensive technical support from the Technology Director. Our Technology Director also serves as one of our coaches, but has 7/8th of his day dedicated to technology. He provides on-site and after-hours support in configuring, troubleshooting, and handling repairs. The district also employs an outside technology consulting company to assist with major network upgrades and/or outages. Lastly, the district receives support from Kirk Moore at Region 11 Education Service Center on an as-needed basis.

Our existing library automation system will be utilized for inventory control and for the checking in and out of devices. Usage reports that can be pulled from this system will be presented to the Technology Lending Committee so that modifications and adjustments can be made as needed.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If awarded this grant, Santo ISD would implement a multi-step process before providing internet access to our students' homes. The first step would be to have our students—with one of their parents—attend an appropriate technology usage program where the school would outline the appropriate computer/iPad usage and the proper care of a computing device. The school would inform the students and parents of the consequences of inappropriate technology use and the cost of repairs to the iPad due to neglect. After this step, the students and their parents would be required to sign a Technology Lending Agreement. This agreement is a binding contract that outlines the expectations and rules for the iPad to be taken off campus. This agreement states the purpose of this program, proper usage and consequences, return dates, late fees, liability for loss or damages and school policies. After this paperwork is signed and on file along with the signature page from the Acceptable Use Policy, the student will be issued a Technology Use Card and is eligible to check out an iPad from the library. Any student in grades 5 through 12 can check out a device, with priority given to the students with the greatest need. When the student goes to the library, they check out an iPad for home use just like they would a library book. The device is checked out to the student and tracked with the library automated system.

If the student does not have internet access at their home, they can also check out a hot spot. An economically disadvantaged students' Technology Use Card will be coded differently but look the same as all others and will be utilized to prioritize the checkout of these hot spots. These devices will be provided to the students utilizing the existing library automation system. With these hot spots, the students will be able to receive internet access at their homes as well as remote locations. These hot spots must be checked back in on the return date assigned.

Knowing that this one-to-one initiative opens the door to inappropriate use of this technology, Santo ISD will utilize our existing content filter. Lightspeed has software called Lightspeed Mobile Device Manager which can be installed on the iPads which filters content even from the students' homes and remote locations. Our librarian will conduct periodic and random monitoring checks. She will look at the browsing history, look for illegal downloads, and will report inappropriate/illegal activity to the building-level principal who will follow the policies in place for disciplinary actions.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santo staff and students will have comprehensive technical support from the Technology Director. Our Technology Director also serves as one of our coaches, but has 7/8th of his day dedicated to technology. He provides on-site and after-hours technical support in configuring, troubleshooting, and handling repairs. He has received extensive training on Lightspeed, our content filter, server installation and setup, as well as V-lans and switches.

The district employees an outside technology consulting company to assist with major network upgrades and/or outages on an as-needed basis. The district also receives support from Kirk Moore at Region 11 Education Service Center on an as-needed basis. Lastly, our Internet service provider has given Santo ISD administrators the cell phone number of their Director of Network Operations. This person is available for after-hours support as well.

Physically located outside of our Technology Director's office is a counter with three work areas/stations. If awarded this grant, this area will become "Wildcats Rescue Stations". Students will be able to bring their devices to this area for technical support. Our Technology Director will be available to assist with training for beginners who are not familiar with the utilization of an iPad. Students who are utilizing their devices for special projects and need technical assistance can stop by one of the three Wildcats Rescue Stations before or after school or during lunch to receive additional assistance. Santo ISD's two campuses are physically located on one property, making access to our newly established Wildcats Rescue Stations easily accessible for all students. If an iPad needs to be sent in for repairs or replacement, the Technology Director's office (physically located next to these stations) will serve as a secure location for these devices since it can be locked.

The IEP (Individual Education Plan) of special needs students will be utilized as the guideline in providing these students which specialized assistance in technology-based projects. Special needs utilize the Content Mastery Program for additional instructional assistance. If awarded grant funds, our Content Mastery teacher will receive additional training on how to provide technical support for the iPad so that she can better serve the needs of these students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santo ISD is committed to a technology-based curriculum. We currently commit over \$80,000 annually to fund our technology plan for our school from local funds and IMA funds. Computers, interactive white boards, iPads, scanners and electronic transfer devices are used daily to help promote education in our school. Many applications are used on a daily basis including Study Island, Odysseyware, Accelerated Reader, Spelling City, Brain Pop, Math Facts, Lexia, MobyMax, Read Naturally, and many more. The only thing that hinders our usage of technology is an adequate amount of devices for our students and their Internet access at home. If awarded this Technology Lending Program Grant, Santo ISD would greatly benefit in so many ways, and it would be a wonderful way to enhance our existing programs. The Superintendent will be the person administering the program, working closely with the Technology Lending Committee, Librarian and Technology Director. Weekly meetings will be set up to manage the program. Since Santo ISD campuses are physically located together, it will not be difficult to administer the technology lending program due to proximity. If awarded the grant it will also be an easy transition to administer the program due to the fact that we currently have a program that allows the students to take home devices on a limited basis. If Santo ISD is selected for the grant it will greatly enhance our instructional program which will ultimately result in student success. The additional 100 devices requested with these grant funds and the 30 additional devices we will purchase with local funds will allow more access as well as an avenue to access the Internet for students from their home who do not currently have access due to their economic situation. The program will also allow one-to-one access by students in grades 5-12, eliminating any chance of competing needs or demands for grant-funded iPads. All students will have the same access to an electronic device since distribution will be through the current library automation system.

The librarian and technology director will coordinate the distribution and monitoring of the devices. They will also distribute and collect the student and parent Technology Lending Agreement Form. The librarian will check-out the iPads and hot spots and also check them in. She will also maintain a master calendar of project-based and collaborative learning activities in which the teachers anticipate a high demand for the hot spots. The librarian will distribute these hot spots to economically disadvantaged students first – those that have a technology use card with the special code. All classroom teachers and students checking out these devices will be trained on inappropriate usage and proper handling.

Any damage or misuse of the equipment will be reported to the office. The technology director will repair minor damages but will utilize the maintenance agreement purchased with these iPads for major repairs. Damages caused by misuse will be reported to and handled by the campus-level principals. The misuse policy will be published in our student handbook and posted on our web-site for full disclosure to our students and parents. If awarded this grant, teachers will not have to compete for computer usage due to the one-to-one ratio and scheduling. The devices will also be insured for loss and be equipped with an internal tracking device. At the end of each year the devices will be inventoried and cleaned as well as reimaged by the technology director.

Continuous feedback by the Technology Lending Committee will be utilized for constant improvement to the program. This committee will request information from teachers and students, through surveys and face-to-face interactions. The committee will compile evaluations over the summer and present findings to the Superintendent for budgetary purposes. Modifications to the program will be made in the summer if needed and implementation will take place the start of the next school year. If awarded the Technology Lending Grant, Santo ISD will be committed to fund an ongoing annual program to promote digital citizenship, proper usage and distribution of electronic devices to all of our students. This effort will ensure the enhanced education of our students as they prepare for their future because this program will equip our students with the tools necessary to engage in technology-based projects so that they are learning analysis and problem-solving skills. This will also give the teachers and staff the much needed tools to help promote the educational process in their classrooms to keep up with the rigorous demands of our educational system.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 182904

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santo ISD's protocol states that all equipment purchases over \$200 are inventoried, barcoded and covered by the district's insurance policy. The districts Technology Coordinator is responsible for maintaining and updating the district's technology equipment inventory. These records include the model number, serial number, and Wi-Fi/ Bluetooth addresses for ipads. Once devices are added to the district's inventory list, they are given to the librarian who is responsible for adding data to the Follett Library Automation System. On a quarterly basis, our business manager reviews insurance policies to assure that sufficient insurance coverage will exist for these newly acquired iPads. Santo ISD's insurance policy specifically includes coverage for mobile-type devices (i.e. computers, musical instruments, etc.).

If awarded these grant funds, the procedures outlined above will be implemented for all iPads and hot spots purchased. The iPads will have the Lightspeed Mobile Device Manager software installed, which includes a tracking feature.

At the end of each school year, each device will be checked in utilizing the Follett Library System. Once checked in, these devices will be stored in the secure closet located in the Server Room. Santo ISD utilizes this location because there are two locked doors before someone can enter this closet. This closet is also physically located next to the work area our Technology Director will utilize when reimaging these devices.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Santo ISD's Internet service provider has on staff the former Director of Technology for Region 9 Education Service Center. In her previous position, she assisted the schools in her region who received the previous Technology Lending Program Grant with the revamping of their Acceptable/Responsible Use Policy as well as developing a Technology Lending Agreement. She has offered to share these already-developed documents with us with the understanding that we can modify/edit as needed.

If awarded this grant, Santo ISD would implement a multi-step process when providing internet access to our students' homes. The first step would be to have our students with one of their parents attend an appropriate technology usage program where the school would outline the appropriate computer usage, responsible use of the district's digital resources and the Internet, and the proper care of an iPad. After this step the students and their parents would be required to sign this newly developed and adopted Technology Lending Agreement. This agreement is a binding contract that outlines the expectations and rules for the iPad to be taken off campus. This agreement states the purpose of the use, proper usage and consequences, return dates, late fees, liability for loss or damages and school policies. After this paperwork is signed and on file, the student is eligible to check out an iPad and a hot spot.

All 5th grade students at Santo ISD are enrolled in a technology literacy class in the fall. The curriculum covered in this class correlates with the Technology Application TEKS for Grade 5 which includes a unit on Digital Citizenship. Understanding that "formal" instruction on Digital Citizenship does not occur until the 5th grade, Santo ISD will only issue hot spots to students after the fall of their 5th grade year. Only the students who have successfully passed the technology literacy class will be issued a technology use card. The librarian will follow the policies in place which specifically state that she is to check out hot spots only to the students who possess this card. For transfer students who enter our district after the 5th grade, the Technology Director will conduct after-school sessions which will cover the Technology Application TEKS on Digital Citizenship. After successful completion of this after-school class and a passing grade on the final test, only then will these students be issued a technology use card.

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